Beyond discrimination,
beyond special treatment

TOWARDS A BETTER UNDERSTANDING OF STUDENTS WITH A LEARNING DISABILITY

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We would like to warmly thank our valuable partner, Dave Ellemberg, neuropsychologist at Centam, for his help in writing and updating this brochure. We are extremely grateful for his support.

This brochure is intended primarily for teachers, but also for anyone likely to work directly or indirectly with students with a learning disability.

Our goal is to identify the potential challenges faced by these students and suggest the attitudes most likely to be helpful. Resource persons[1] can refer to this document for suggestions on how to best support these students as well as advice on adapting teaching strategies to this clientele.

We hope that the information presented here will assist teachers in their work and facilitate the integration and reintegration of this clientele into the college community.

Some students do not know that they have a learning disability. Only after discovering the difficulty of courses and the large amounts of reading required, and possibly experiencing multiple failures do they have to consider that they may have a learning disability.

Once students are diagnosed and have an evaluation from a neuropsychologist, a speech-language pathologist, a remedial teacher or a specialized psychologist, they are responsible for informing the cégep of their intention to study at the school and of their need for adapted services.

The person in charge of the Special Needs Services[2] must always consider how the limitation will affect the student's learning process. For that reason, a one-on-one interview will be held with students in order to get to know them, understand their needs and clarify with them the services they will need to compensate for the effects of their disability.

Learning disability

The term "learning disability" refers to one or more disorders that affect a person's ability to learn in reading, writing and mathematics. These disorders can also impact other school subjects, such as history, geography, physical education, chemistry and physics. Learning disabilities are "specific" disorders, in other words, they can affect one or more specific acquisition skills, but not other functions. For example, people may read slowly because they have trouble making the connection between the sound and the written word. However, neither their intelligence nor their visual or hearing skills are affected.

[1] Translator's note: This generic term is being used throughout the text to designate the person who provides academic guidance to students with disabilities (French *intervenant*). If necessary, please change throughout text to suit your cégep's reality.

[2] Translator's note: This generic term is being used throughout the text to designate the cégep's service catering to students with Special Needs. If necessary, please change throughout text to suit your cégep's reality.

Learning disabilities include a specific reading disorder (dyslexia), a specific spelling disorder (dysorthographia), a specific writing disorder (dysgraphia), a specific language disorder (aphasia), a specific mathematical learning disorder (dyscalculia), specific memory disorders, a specific disorder with coordinating motor movements (dyspraxia), and a specific attention deficit hyperactivity disorder (AD/HD).

Learning disabilities are not associated with mental retardation, laziness or intellectual weakness, as was long thought. It is unfortunate that some still believe that a person with one or more learning disabilities lacks intelligence or is “simply lazy”. This belief not only keeps alive a myth that in no way reflects reality, but it also prevents sufferers from receiving support from adequate resources and undermines their self-esteem.

Thanks to modern technology, including magnetic resonance imaging techniques and genetics, we now know that the origin of learning disabilities is related to a neurological system dysfunction in which genetic and hereditary factors are involved (Hallahan et al., 2005; Fletcher et al., 2007). The persistent nature of functional disorders of the neurological system should be considered a permanent condition that disables an individual in a specific function, rather than in all their functions. To use an analogy, individuals suffering from kidney failure have problems with their kidneys, but their other organs function well. This is why we speak of “disabilities” (medical and scientific term) rather than “difficulties”, which can decrease over time (temporary). Consequently, learning disorders are not related to a lack of learning opportunities, anxiety, or socioeconomic, psychological or socio-affective deficiencies. “Learning disability” is a clinical name with specific diagnostic criteria that refer to a specific, permanent neurological disorder that a person must deal with his or her entire life.

Naturally, individuals can overcome these problems and enjoy success in their professional, personal and social life. However, this success hinges on a diagnosis from an accredited professional, access to appropriate accommodations, and ongoing hard work by the individual.

Learning disabilities are commonly found in the general population, among both girls and boys, young people and the elderly, the poor and the well-off, and in all ethnic groups (Hallahan et al., 2005; Hallahan and Mock, 2006; Donavan and Cross, 2002; MacMillan and Rischly, 1998; Oswald, Coutinho, Best and Singh, 1999). In the United States, major studies have shown that close to 20% of the general population has one or more learning disabilities (Hallahan et al., 2005; Burkhardt et al., 2004; Sarkees-Wircenski and Scott, 2003). In other words, in an elementary school class of 25 to 30 students, the teacher will have at least one, and even more than two students with a learning disability. This number increases to six or seven for high school teachers who teach different students in several periods a day. It is very important to identify these students so that the school can intervene to make learning easier for them.

Dyslexia is a specific reading disorder caused by neurological and hereditary factors. Consequently, it is a permanent disorder and dyslexics must deal with it their entire life. One of the most common yet under-supported learning disabilities, dyslexia causes a considerable educational retardation in children who initially had every chance to succeed. Naturally, this educational retardation can have significant repercussions on students' professional, social and personal future. This is why it is important to support dyslexic individuals by providing the means to compensate for their difficulties as early as possible, such as rehabilitation programs and different types of accommodations.

In medical terms, dyslexia is defined as a specific reading disorder (DSM-IV: 315.00; ICD-10: F81.0). According to the standard definition, dyslexia is a specific inability to learn to read, despite normal intelligence, access to educational resources and adequate sociocultural opportunities (Fletcher et al., 2007; Heim et al., 2003; Démonet et al., 2004; Vellutino et al., 2004; Francks et al., 2002; Habib, 2000).

The criteria used to identify a specific reading disorder are based on the DSM-IV-TR, published by the American Psychiatric Association, and on ICD-10, published by the World Health Organization. These criteria are based on a delay of at least two years between intellectual performance and a person's actual reading abilities (accuracy and/or speed) that significantly interfere with academic success and everyday activities that require reading. For specialists, this disorder cannot be explained by a) intellectual disability, b) a psychoemotional disorder, c) a sensory deficit (sight and hearing), d) a lack of educational opportunities, or e) a lack of motivation and interest. Therefore, a complete educational, intellectual and emotional history of the child or adult must be analyzed in order to diagnose dyslexia.

Consequences of dyslexia on learning

Functionally speaking, dyslexia affects two aspects of reading: accuracy and speed. For example, children with dyslexia read with much difficulty, slowness, hesitation and disorganization, which can hinder their comprehension of the text and even make it incomprehensible at times. They work hard at dissecting the words and syllables and trying to guess them, which can often be exhausting and discouraging. The functional impacts of dyslexia can vary from one person to another, depending on access to specific accommodations that allow them to overcome the disorder. If a dyslexic person reads attentively during childhood and adolescence, their reading in adulthood will be more accurate, but slow and less fluid, even if they put a great deal of time and effort into trying to improve their reading. Dyslexic adults whose silent reading is five to six times slower than that of a good reader must put much more time and effort into attaining their reading objectives, which can often be exhausting and discouraging.

People diagnosed with dyslexia often have problems in related functions, such as spelling (dysorthographia, or specific spelling disorder), mathematics (dyscalculia), and attention (AD/HD) (Habib, 2000; Weintraub and Mesulam, 1983; Rapin and Allen,

1988; Dewey, 1995; Gross-Tsur et al., 1995, 1996; Fawcett et al., 1996; Lyon et al., 2003). These cases are referred to as comorbidity (Stein and Walsh, 1997; Démonet et al., 2004; Heim et al., 2003; Habib, 2000).

The different sub-types of dyslexia

There are three sub-types of dyslexia: phonological, surface and mixed. Phonological dyslexia means a problem with the "graphophonemic" development of reading. This involves a problem decoding (reading) the sounds that correspond to the word units. Readers do not always know which sound corresponds to certain words or word units and are unable to put together certain groups of sounds.

Surface dyslexia is a problem with the development of the lexical procedure required to recognize irregular words, or words that do not follow regular spelling and sound rules, such as *sew* and *bowl*. Readers have a tendency to decode the entire word, meaning they read by sound. For example, they will pronounce *sew* like the word "new", and *bowl* like the word "howl". Mixed dyslexia is a combination of phonological and surface dyslexia (Castles and Coltheart, 1993; Coltheart, 2005; Stanicich et al., 1997; Zabell and Everatt, 2002).

Major studies conducted on a large sample of the population with reading difficulties reveal that the preponderance of dyslexia is mainly phonological in nature (Fletcher et al., 1994; Stanovich and Siegle, 1994; Shaywitz et al., 1999; Morris et al., 1998; Ramus et al., 2003; Foorman et al., 1997; Liberman et al., 1989; Griffiths and Snowling, 2002; Bell et al., 2003; Wilson et al., 2001). They seem to indicate that around 60% to 77% of reading difficulties can be attributed to a phonological disorder (Bell et al., 2003; Ramus et al., 2003; Shaywitz et al., 1999) that is thought to be persistent (Wilson and Lesaux, 2001).

Prevalence of dyslexia

Dyslexia is the most common learning disability, making up 80% to 90% of all learning disabilities (Lerner, 1989; Lyon et al., 2001; Leach et al., 2003). Between 5% and 12% of school-aged children are dyslexic (Katusic et al., 2001; Shaywitz et al., 1992; Shaywitz, S. E., 1998; Interagency Committee on Learning Disabilities, 1987; National Center for Educational Statistics, 2003; Senate Bill Report, 2005). Despite the fact that dyslexia was long thought to primarily affect boys, recent research has shown that it affects boys and girls equally (DeFries and Gillis, 1991; Flynn and Rahbar, 1994; Wood and Felton, 1994; Siegle and Smythe, 2005; Barkley, 1997).

Neurobiological origins of dyslexia

Thanks to brain imaging methods in particular, it is now known that the areas of the brain involved in the reading process are triggered differently in dyslexics than in people with no reading problems. A number of studies have indicated that dyslexia is associated with a dysfunction in the left parietal-temporal-occipital areas of the brain (Shaywitz et al., 2002; Brunswick et al., 1999; Helenius et al., 1999; Horwitz et al., 1998; Paulesu et al., 2001; Pugh et al., 2000; Shaywitz et al., 2004; Temple et al., 2003). Since dyslexia is of neurobiological origin, its nature is persistent and

permanent, as shown in longitudinal and prospective studies (Lubs et al., 1993; Francis et al., 1996; Shaywitz et al., 1995, 1999; Felton et al., 1990; Scarborough, 1990; Svensson and Jacobson, 2006).

The genetic source of dyslexia

Generally speaking, two types of studies have indicated to researchers that genetic and hereditary factors contribute to the neurobiological dysfunction that causes dyslexia. The first type of study on heredity revealed that the probability of being dyslexic is eight times higher in children whose parent has a reading disorder than in children whose parents do not (Pennington and Olsen, 2005). The probability is even higher among identical twins, whose concordance rate for dyslexia can be as high as 80% (DeFries and Alercon, 1996; Wadsworth et al., 2000; DeThorne et al., 2006; Hawke et al., 2006). The second type of study, which consisted of analyzing the genes likely to cause the heritability of dyslexia, showed that genes on chromosomes 1, 2, 3, 4, 6, 15, 17 and 18 are thought to be involved in dyslexia (Fagerheim et al., 1999, 2000; Grigorenko et al., 1997; Napola-Hemmi et al., 2000; Lubs et al., 1991; Rabin et al., 1993; Grigorenko et al., 2001). In 2005, around 26 studies on the genomes likely to be at the root of dyslexia were conducted.

Consequences of dyslexia on learning

Students with dyslexia may be embarrassed about their disability in front of their classmates and teachers. They may fear that others have a poor perception of them and their abilities. They may also hesitate to ask questions in class and to admit that they did not understand something. Some tend to indicate that they have understood, when the opposite is true. The poor written skills of dyslexic students (syntax, vocabulary, organization of ideas, spelling, verb tenses, homophones) often prevent them from obtaining the marks they hope for or that their assignments would deserve.

For dyslexic students, reading is often a tiresome, discouraging activity, because they decode words slowly. This obviously affects their comprehension.

DYSORTHOGRAPHIA

What is dysorthographia?

Dysorthographia is a learning disability characterized by an important and durable defect to assimilate grammatical rules. It affects phoneme conversion, segmentation of sentence elements, application of spelling rules, and grammar in varied proportions.

The most common characteristics of dysorthographia (writing disorder) are:

- spelling errors and writing problems similar to dyslexics;
- other particular writing problems (encoding);
- copy errors (words);
- savings in syllables (e.g. seemingly/seem);
- arbitrary cuts of words;
- omission of needed letters (e.g. baby/bb, liberty/librt);
- conjugation, grammar and analytical errors;
- slowness, hesitations, and a poverty of writing.

This disability often emerges after dyslexia, but is not systematic.

Causes

Neuroscience, and especially neuropsychology, has provided better knowledge of the mechanisms of human language at a "higher" level in the general functioning of the brain. These mechanisms are very complex and involve numerous cerebral functions. Dyslexia and dysorthographia are due to a malfunction of these basic written language mechanisms, particularly:

- language functions proper (the specific networks for reading/comprehension);
- the functions required to acquire and use language (attention, memory, concepts of space and time, sequential abilities, reasoning and abstraction skills, etc.).

Severe dyslexia/dysorthographia generally emerge in elementary school, while less severe forms can go unnoticed for longer and only be discovered later.

GENERAL ADVICE, ACTIVITY PLANNING AND ACCOMMODATION STRATEGIES FOR DYSLEXIA AND DYSORTHOGRAPHIA

Accommodating students with a learning disability can require some additional planning when it comes to activities.

The role of the Special Needs Services counsellor[3] is to support teachers and advise them in this respect.

[3] Translator's note: This generic term is being used throughout the text to designate the person at the Special Needs Services who is responsible for welcoming and integrating students with disabilities (including arranging for services to facilitate their studies) (French *répondant*). If necessary, please change throughout text to suit your cégep's reality.

Evaluation: exams and assignments

Exam period is a stressful time for all students, and stress (fear of failure, fear of not finishing on time, etc.) has a direct impact on the emotional state of students (decreased self-confidence or self-esteem, failing, etc.).

These students experience severe difficulty with syntax, grammar and vocabulary, which significantly hinders their performance on written exams. Strategies for such situations include:

- allowing students to use a computer;
- allowing students to use a dictionary for exams with essay questions;
- favouring short-answer exams, which may be more suitable than long essays. However, this type of exam must be offered to the rest of the class as well.

Students may also experience difficulty with exams featuring multiple-choice questions when these have long, complex and convoluted sentences.

To promote formative evaluation, it is best to comment on the exams and assignments of students.

Your feedback and comments are important to help them progress. This is also an excellent way to communicate with shyer students and invite them to ask for additional explanations, if need be.

Students with a functional limitation have the same right as all other students to experience failure as a driver of personal growth.

Time factor

Given that students with a learning disability sometimes require more time to complete exams, it has become standard practice to offer:

- **150 per cent** more time for essay writing in class or during an exam (lengthy text or lengthy reading beforehand). No additional time is required for written assignments with long deadlines.

In certain particular cases, the additional time given can be further extended. Teachers are **advised** to talk to students about exams and possible accommodations before the start of a course.

Where to hold exams

In order to reduce stress and promote better concentration, students should have the opportunity to take their exams in a room reserved for this purpose, under supervision.

Teamwork

Certain disciplines often require teamwork. In this respect, teachers can play a fundamental role:

- They can gradually encourage students to participate and find a suitable role or responsibility for them.

- They can serve as a link between students and a team of open-minded classmates, who agree to work with them. However, students will be required to work and abide by the same rules as the other students, without being carried by the team. Overprotecting them must be avoided.

Laboratory work

In most cases, students work in the lab with another student or in small groups. A match with an empathic person will not only help students, but will be a step toward greater self-esteem.

Internships and field trips

Internships are excellent opportunities for students to experience their chosen careers. Teachers should consult the person in charge of the Special Needs Services and those responsible for the internship sites and field trips to obtain information about available resources and note any obstacles that students may encounter.

Accommodation and services for dyslexia and dysorthographia

Accommodations

Accommodations can be offered to students with a learning disability in order to compensate for the dysfunctioning that could affect their acquisition, organization, retention, comprehension or processing of verbal or non-verbal information. These can be put into place once the student's evaluation report is received and their needs have been identified. For example, given its mission to promote student autonomy, the college's Special Needs Services may either offer students accommodations for the Ministerial Examination of College English, or accept accommodation requests from students. These accommodations would be in keeping with the recommendations made by the learning disability experts who evaluate the students.

We can offer:

- a letter of explanation to teachers;
- a note-taking service;
- additional time for exams;
- access to an adapted classroom;
- an adapted schedule;
- use of a computer as well as correction and conceptualizing software (WordQ, Read Please, Dragon NaturallySpeaking, Inspiration);
- use of books-on-tapes;
- use of sound productions (MP3);
- workshops on preparing for the Ministerial Examination of College English;
- access to a resource person to point out errors;

- course notes in advance;
- a note-reading service;
- adapted teaching aids (homework help service, supervision of assignments, etc.);
- academic support (work methods, organizational skills, time management, etc.);
- adapted evaluations;
- use of an electronic dictionary;
- regular meetings with teachers to verify the student's comprehension of the material learned in class;
- one-on-one meeting with teachers to foster exchanges.

DYSCALCULIA

Dyscalculia is a learning disability involving calculation problems that can result in a significant lag in the standardized math tests for the child's developmental age. This lag, which impacts academic success, is not believed to be caused by a sensory deficit or intellectual disability; a number of different problems could be at the root of this disability. Therefore, it is important to evaluate a child's overall cognitive functioning in order to find the most appropriate methods of intervention.

Characteristics of dyscalculia

Since it is not possible to provide clear-cut clinical profiles of the different types of dyscalculia, below is a summary of the common characteristics of this disability:

- difficulty deciphering Arabic numerals;
- difficulty converting from the Arabic to the language system;
- inability to understand mathematical language (symbols and math vocabulary);
- difficulty carrying out operations, even basic ones;
- altered production and comprehension of numbers;
- inversion of the order of numbers;
- difficulty writing large numbers, in words or numerals;
- poor spatial organization;
- poor alignment of digits when performing mathematical calculations;
- poor development of problem-solving strategies;
- difficulty thinking of several possible solutions;
- cognitive rigidity;
- perseverative errors, or difficulty changing tasks quickly;
- poor or no self-correction or review method;
- impulsiveness that hinders their ability to follow the steps outlined;
- difficulty with mental calculations;
- difficulty learning calculation tables (e.g. multiplication tables);

- inability to understand the statements of a problem.

Consequences of dyscalculia

For sufferers, the consequences of this mathematical learning disability are many and can affect both their academic performance and their everyday life.

As early as elementary school, logico-mathematical skills are called upon. In their first years of school, students must use these skills in their math classes, where they build the foundations of math knowledge. These skills are repeatedly used throughout elementary and high school, to which are added the demands of chemistry or physics courses. At that time, students must often learn a series of complex operations and perform mathematical calculations to get the desired result. These skills may also be called upon in other science courses, as well as in subjects that require more specific competencies, such as measurement. Consequently, dyscalculic students carry with them a poor acquisition of basic math skills throughout the first 11 years of their schooling, which can hinder their future learning because mathematical skills are often acquired hierarchically, from the basic to more complex processes. Therefore, students will be significantly lagging behind most of the time. Despite the fact that they may have a satisfactory intellectual profile, this disability can limit their choice of postsecondary programs of study, or merely their progress in some courses, which can sometimes pose a big challenge. However, despite the problems experienced by dyscalculic students, they are frequently able to hide the extent of their disability, thanks to their impressive intellectual ability. They do this by consciously or unconsciously adopting compensation or avoidance strategies. These strategies are often effective for a certain amount of time and cannot replace the adequate acquisition of notions required to pursue their studies. As a result, when these strategies do not suffice, students find themselves at a dead end: their strategies are no longer effective, but they have no other solutions.

Dyscalculia can not only significantly affect their studies, it can also impact students' everyday life. They may have difficulty handling money, doing up a budget, understanding the value of the price of a product, or estimating distance or quantity. When transferred to the workplace, these problems have significant impact in most trades and occupations. However, if the individual develops compensation strategies to deal with the disability, its extent can decrease.

Furthermore, the teachers and parents of these students may think they are less intelligent than their classmates or that they do not have the necessary skills to succeed academically, due to a poor understanding of the disability. These perceptions and situations can obviously lead to a sharp decline in students' self-esteem, self-confidence and self-worth.

Possible accommodations

Accommodations can be used at the elementary, high school and postsecondary levels. They consist of support and compensation measures that generally allow students to bring their real potential to the forefront, since it is no longer hidden behind the learning disability. Such accommodations can include:

- use of graph paper for students with spatial organization difficulties;
- access to the teacher's course notes prior to class;
- use of a calculator or calculation tables for assignments or during exams;
- fewer similar exercises to complete during assignments, but the same academic standards;
- access to exams from previous semesters so students can familiarize themselves with the type of evaluation;
- have another person read the questions during exams;
- use of a sheet with a structured work method during exams for students with attention problems. This method could consist of a guide outlining the steps to follow in a specific situation (e.g. how to apply the rule of three);
- additional time for exams;
- correction of the calculation process by the teacher and provision of the correct answer;
- a letter of explanation to teachers;
- access to an adapted classroom;
- use of an electronic dictionary;
- use of a calculator;
- use of mathematical software;
- remedial instruction support;
- a reader for dyslexic students, since they sometimes have trouble with mathematical operations (following the steps of mathematical reasoning).

When used correctly, these different measures should help students to overcome their mathematical disability and use their actual skills. Keep in mind that the purpose of providing these accommodations is not to favour these students, but to help them overcome their dyscalculia so they can focus on the lessons to learn and the tasks to complete. Finally, because of the various cognitive functions involved in calculations and the similar clinical profiles of dyscalculia, it is important to identify students' difficulties when offering accommodations to ensure that the support measures adequately meet their needs.

The original French text was written by Émilie Lemire Auclair, Student Integration Assistance Service (SAIDE), Cégep du Vieux-Montréal, (514) 982-3437, ext. 7942.

In conclusion, the difficulties stemming from a learning disability, when misunderstood by family, the school and the workplace (internship), can lead to a lack of self-confidence, and often very strong feelings of guilt, incompetence and low self-esteem in students.

TEACHING STRATEGIES

Attitudes to adopt

We should always keep in mind that the goal of education is to promote student independence. Cégep is the place where students should be able to make use of this skill. Generally speaking, when people with a learning disability have access to **and use** the necessary resources, their performance will be similar to that of other students.

Certain attitudes provide students with a learning disability a better context in which to learn:

- Clearly set out the expectations of each party at the beginning of the semester and repeat them as needed (time allotted for meetings, content of meetings, respect, attitude in class, etc.).
- Be vigilant and do not give in to manipulation from students trying to obtain preferential treatment or to use their functional limitation as an excuse for their performance.
- Openly discuss the problem with students to foster interactions that can lead to finding constructive ways to act given the differences.
- Give students the respect to which they are entitled and give them as much leeway, responsibilities and initiatives as they are able to take on.
- Respect students' rate of progress.
- **Exempt students from reading a text aloud in front of the class.**
- Encourage students to be dynamic and motivated, while taking into account their strengths and difficulties.

Technical support

Additional teaching strategies are encouraged:

- Favour cursive writing, since it is more difficult to invert the order of letters than when printing.
- Choose well-structured texts and accompanying documents that will help dyslexic readers (chapter summaries, glossaries, index).
- Give students the list of mandatory reading for the semester to ensure that the Special Needs Services can provide them with sound recordings (MP3 or cassettes) of these works on time, if available.

- Students with a learning disability often benefit from a visual support. If possible, write important information about the course and assignments as well as subject-specific words on the board.
- When possible, give students the outline of the material to learn during the period. This will help them follow along more easily.
- Repeat and emphasize important information and instructions.
- Give important information in a clear manner. For example, cancellation of a class, details of an assignment, etc. should be communicated in writing or written on the board.
- Allow students to use a dictionary, grammar reference or correction software as much as possible.

Additional information on teaching strategies is available on the Cégep de Sainte-Foy Web site, under "Services adaptés-publication".

Support

Teachers who have students with a learning disability in their class can expect to invest more time and energy in adapting their course and exams to meet the needs of these students, and to guide and support them, when needed. Support will mainly consist of organizing learning aids.

Finally, talking openly about students' limitations (with their consent) and what these entail for them is a sensitive task that can open the door to constructive suggestions on ways of dealing with these differences.

Additional details

- Support should never involve repeating a course;
- Support involves clarifying certain points, obtaining additional explanations or discussing special arrangements to make, such as adapting exams;
- In short, support should not be fundamentally different from what is offered to other students.

Role of resource persons

Academic support

- Assist in reviewing material presented in class (brief overview);
- Help plan assignments and exams and manage study time;
- Provide assistance in understanding instructions;
- Perform any other intervention, as required;
- Follow up with teachers and make them aware of the issues affecting their students with a learning disability;

- Promote the optimal development of students through personalized activities;
- Establish services for students and ensure that these are delivered appropriately.

CONCLUSION

There are a number of famous people who suffered from dyslexia, such as Rodin (sculptor), Michelangelo (painter), Thomas Edison (inventor), Patton (WWII American general), Winston Churchill (British Prime Minister), Walt Disney, John F. Kennedy (U.S. President) and Albert Einstein (physician). In Einstein's case, he was unable to read before the age of 9 and lost three teaching jobs because of his language problems.

Our students with a learning disability will not necessarily become famous, but they will nonetheless have every opportunity to find their niche in a cégep that initially was not meant for them.

We hope this brochure has provided the basic elements to help you get a better understanding of students with a learning disability, and that the measures described will allow you to resolve some of the challenges that may arise.

If your job entails contact with students with a learning disability and you have identified certain needs as a result of this interaction, whether they relate to a student or your own role, please do not hesitate to use our services.

Thank you. We look forward to working with you.

Hélène Savard
For the Special Needs Services team
418-659-6600, ext. 3724

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